

INTRODUCTION

This chapter introduces the present study. It presents some basic issues concerning this study including the background of the study (Section 1.1), the statement of the research problems (Section 1.2), the purposes of the study (Section 1.3), a brief overview of the research methodology (Section 1.4), the significance of the study (Section 1.5), the clarification of some key terms (Section 1.6), and the organization of the paper (Section 1.7).

1.1 Background of the Study

Translation plays an important role in the modern era. At this time, it is very common that a country builds cooperation with other countries in any field, and translation helps the cooperation run well. Translation, based on some experts, is rendering the meaning of a text from one language into another language in the way that the author intended (Larson, 1998; Lefevere, 1992; Newmark, 1988; Nida, 1975; Venuti, 2008).

Since translation is important, it is not surprising that translation becomes one of the courses offered at some universities. Compared to other academic disciplines, translation studies could be said to be relatively young, although practically it is initiated by writing (Ajunwa, 2015). Writing is not an easy skill to master, and so is translation. Translation concerns many aspects, including cohesion and coherence in both the source texts and the target texts.

Eggins (2014) and Bloor & Bloor (2004) say that cohesion and coherence can determine the quality of a text. Cohesion and coherence concern the way a text relates to its context and the way parts of a text are related each other. They would remain constant in translation (Hatim&Mason, 1990) and help to reach well-constructed and understandable texts or writing (Halliday & Hasan, 1976: 28-30).

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TRANSFER OF LEXICAL COHESION IN A TRANSLATED NOVEL

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Cohesion and coherence are two important aspects of texture that will determine the quality of a text, including a translated text. Cohesion and coherence has a function to bind every part in the text such as clauses, sentences, or paragraph that relate to each other. (Eggins, 2004; Emilia, 2014, Gerrot&Wignell, 2010). Besides that, cohesion and coherence can help to construct a good text production (Shcreiber, 1993 cited in Krein-Kuhle, 2014). The relation of cohesion, coherence, and translation exist in the process of the text analysis. This analysis is not the aim of the process itself, but it could be transferred by clear meaning, well-structured, and understandable (Steiner, 1997). The position of this study relates to education and linguistic studies that have been learned and investigated by people.

Some studies have been conducted related to the transferring cohesion of translation text. It is because cohesion is an important dimension for producing a good text and then a good translation. By applying cohesive devices, such as reference, substitution, ellipsis, lexical cohesion, and conjunction as Halliday & Hasan (1976) have said, a text can be constructed. Though, Eggins (2004: 33) claimed that there are three main types of cohesion in written language including reference, lexical cohesion, and conjunction.

In line with translation, cohesion devices are also important for transferring meaning from source text to target text, especially lexical cohesion. It is because the choice of word is very important while transferring the cohesion from the source text to the target text. As the result, the implementation of transferring cohesion can make reader understand the meaning of the source text.

Considering the importance of the transferring and implementing lexical cohesion from the source text to the target text become the issue of this study. Some studies have been conducted related to cohesive devices in translation with some analysis approach. However, in Indonesia, only few researchers focus on transferring cohesion analysis, especially lexical cohesion, towards translation. Therefore, this study is conducted to identify how the lexical cohesion is implemented in the source text and transferred in the target text.

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1.2 Statements of Problems

Based on the discussion above, the problems of the present study are formulated in the following questions:

1. How is the lexical cohesion realized in the source text?
2. How is the lexical cohesion in the source text transferred to the target text?
3. What is the implication of cohesion transfer for foreign language pedagogy?

1.3 Purpose of the Study

In accordance with the research problems presented above, the present study seeks to examine:

1. the realization of the lexical cohesion in the source text,
2. the transfer of the lexical cohesion from the source text to the target text,
and
3. the implication of cohesion transfer for foreign language pedagogy.

1.4 Method of the Study

The study uses qualitative research method because it has something to do and is appropriate with the writer's field. Additionally, the topic of the current study is suitable to be examined by qualitative research. In order to get the answer of the research questions, the study uses one form of qualitative research, content analysis. Content analysis works not only of texts but also of arts, images, maps, sounds, signs, symbols, even numerical records may be included the data texts serve as a convenient metaphor in content analysis. Berelson (1952) cited in Krippendorff (2013) claims that content analysis as *"a study technique for the objective, systematic, and quantitative description of the manifest content of communication"*.

1.5 Significance of the Study

This study is significant from three perspectives:

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a. Theoretical

Theoretically the result of the study will enrich the literature of the topic. It is also able to develop the theory based on Eggins (2004) that SFL can help people to understand the meaning of the text. In this case is translation text.

b. Practical

Practically, the result of the study will inform further researcher, teacher, and students about the importance of translating using SFL. Besides that, the result can give information to the teacher in helping students to translate in acceptable translation. Besides that, it is explored that this study can give contributions to teachers, learners, and people who have interest in this field especially in the teaching techniques. It may also be meaningful for teachers in the way that they can help the students comprehend better.

c. Social or policy matters (approach)

Policy or policy makers can help teachers to improve students' ability in translating foreign texts cohesively, consistent, and reliable.

1.6 Clarification of the Key Terms

Lexical cohesion is refers to how the writer or speaker uses lexical items (nouns, verbs, adjectives, and adverbs) and event sequences (chain of clauses and sentences) to relate the text consistently to its area of focus (Eggins, 2004; Emilia, 2014; Gerot & Wignell, 1994).

Text is an authentic product of social interaction that can be written or spoken (referring language use in writing and speech) of whatever length and form a unified whole (Eggins, 2004; Emilia, 2014).

Translation is rendering the meaning and the message of a text from one language into another language in the way that the author intended the text and one of the main ways in which intercultural relationship are formed and transformed (Larson, 1998; Lefevere, 1992; Newmark, 1988; Nida, 1975; Pym, 2010; Venuti, 2008).

Transfer is contemporary terminology thus tends to ignore the wider process that might nevertheless be recovered and nominalized, from *transfere*, as “transfer”, to be understood here not in its psychological sense but simply as the physical moving of something from one place and time to another place and time (Pym, 2010).

1.7 Organization of the Paper

This paper is organized of six chapters arranged in a way to communicate the report of the study with ease to the audience. The arrangement is relatively consistent with the standard writing organization of a thesis or dissertation suggested by Paltridge and Starfield (2007).

Chapter I presents some basic issues concerning this study including the background of the study, the statement of the research problems, the purposes of the study, a brief overview of the research methodology, the significance of the study, the clarification of some key terms, and the organization of the paper.

Chapter II reviews some theories that are related to the present study. It presents cohesion in Systemic Functional perspective, the translation and transfer, the cohesion in translation, the process of translation, the strategy of translation, how to assess translation, and a review on related studies.

Chapter III explains the method of the study, the instruments of the study, the procedures of collecting data, and data analysis.

Chapter IV presents and discusses the research findings based on the analysis results in accordance with the research problems that have been formulated in Chapter 1, i.e. (1) the realization of lexical cohesion in the source text, (2) the transfer of the lexical cohesion to the target text, and (3) the acceptability of the transfer and its implication for foreign language pedagogy.

Chapter V explains the conclusion of the study and puts forward some suggestions for future study that also serves as the last part of the report paper.

